**EXPOSITORY TEXT LESSON (DANCING BEES)**

**Teaching Goals When Guiding Readers Through Expository Texts:**

1. Guide your students’ attention to the important **text features and structures** (e.g., compare/contrast, cause/effect, description/explanation; sequence; problem-solution) and **how the author frames his purpose,** arguments, and supporting ideas around these structures.
2. Engage students in conversation about how to use text/non-print features (e.g., **text structure, signal words, images**) to locate key facts or information - and help them to understand how the author uses the organization of text (or composition of non-print features] to sequence and connect the main points into a logical series of arguments. Use questions and think-alouds to model and guide students to locate/infer signal words and use these structures to **analyze** the text and **organize their synthesis** of the author’s purpose and related big ideas. (\*Common Core)
3. Engage students in **conversation about the big idea** of the text that they can **apply to their own lives**.

**Teaching Considerations/Guidelines for Dancing Bees:**

1. **BEFORE READING**: How will you launch the book to: a) activate children’s background knowledge; b) introduce relevant vocabulary; c) connect to children’s lives; and d) set a purpose for reading related to the big idea?
2. **CONSIDERATIONS:** This text is organized into **three main sections** that the author uses to get her message across, using a **variety of text structures**.
   1. **DURING READING**: How will you help students understand how the author organizes the whole text and sections of the text to develop his ideas? How will you guide students in **noticing important ideas** and **signal words** within each section and **how the ideas are connected** to each other to foster recall and understanding?
   2. **AFTER READING**: How will you help students realize the author’s overall purpose and how the key facts in the text link back to the big idea?
3. **DURING AND AFTER READING:** The author logically organizes her ideas for a young audience using three sets of text structures. These include 1) a short introductory overview; 2) a sequence of connected steps that describe the waggle dance; and 3) another sequence of steps that describe the experiments with robots.
   1. Using a graphic organizer frame, work with students to guide them through how to use signal words and other text features to help them determine the overall structure and **record signal words & retell key details** for each section in the frames.
   2. Encourage conversation about how each new idea connects with the previous set of ideas, and how the author’s structure helps them summarize the key ideas.
   3. After reading, guide students through a conversation that asks them to **summarize the main ideas and the big idea**, using their graphic organizer.

**Visually Organize the Author’s Main Ideas (The Mysteries of Animal Communication)**

**Introduction:**

**Robot Experiments:**

**Waggle Dance:**

**The author wondered, “How can an insect with a brain no bigger than a grass seed describe all this information?” Use this space to answer this question by briefly summarizing the most important ideas from the text.**